UNIVERSITY OF EDUCATION, WINNEBA

CHALLENGES ASSOCIATED WITH MENTORING OF PRE-SERVICE

TEACHERS IN SELECTED SENIOR HIGH SCHOOLS IN THE KUMASI

METROPOLIS

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Education and Communication Sciences, submitted to the School of Graduate
Studies, University of Education, Winneba, in partial fulfilment of the
requirements for award of the Master of Arts (Educational Leadership) degree**

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DECLARATION

STUDENT'S DECLARATION

I, PROSPER NARTEH ADUNARH, declare that this project report, with the exception of quotations and references contained in published works which have all been identified and acknowledged is entirely my own original work, and it has not been submitted, either in part or whole, for another degree elsewhere.

SIGNATURE: …………………………………………………………….

DATE: ………………………………………………………………….

SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of this was supervised in accordance with the guidelines on supervision of project report as laid down by the University of Education, Winneba.
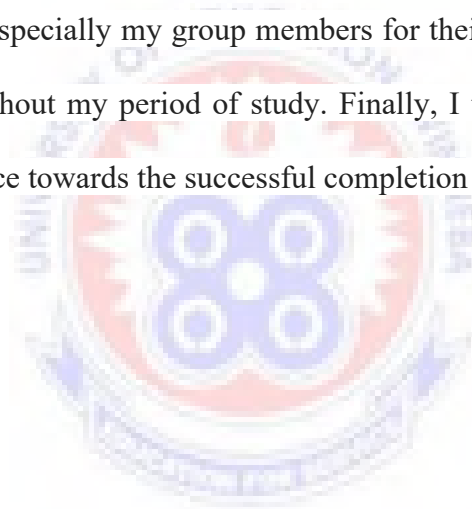
NAME OF SUPERVISOR: PROF. FRANCIS OWUSU MENSAH

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ACKNOWLEDGEMENTS

DEDICATION

To my wife, sister and friend, Mrs. Yaa Mawufemor Akubia Adunarh.

TABLE OF CONTENTS

LIST OF TABLES

ABSTRACT

The study was conducted to examine the challenges associated with mentoring of pre-service teachers in selected Senior High Schools in the Kumasi Metropolis of the Ashanti Region. The objectives of the study were to determine the processes involved in mentoring teacher trainees in the study area, ascertain the factors that promote effective mentoring of teacher trainees in the study area and to identify the challenges associated with the mentoring process. Descriptive survey design with closed ended questionnaire was used as the research instrument for the study. The targeted population of this study comprised all the mentors and mentees of Kumasi High Schools and Anglican Senior High School. Purposive sampling technique was therefore used to select all the 164 mentors and mentees for the study. The study found among others that the processes involved in mentoring teacher trainees are relationship building and exchanging information. Factors that promote effective mentoring of teacher trainees are listening actively in the mentoring relationship, and encouraging and inspiring mentees. Challenges associated with the mentoring process are selection and training of mentees and mentor not being the expert in the subject area of mentees. Based on the findings, it is recommended that the Ghana Education Service should see to it that only mentors who are experts in the study area of the mentees should be assigned to the mentees.

CHAPTER ONE

INTRODUCTION

1.0 Overview

This chapter presents the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations of the study, delimitations of the study and organization of the study.

1.1 Background to the Study

The major concern of educational delivery in Ghana is academic performance. As a result, government, teachers, parents and all relevant stakeholders are always expectant of excellence in academic work of learners at all levels of education delivery. It could be true that there might not be adequate resources, however, these stakeholders still expect excellence in their academic work.

It is observed that education is a vital strategy for the development of society. This strategy requires careful planning at every level of its development especially in the development of the human capital. It is also said that human resources determine the pace of economic and social development through the principal mechanism (Nsubuga, 2009). This piece of information from Nsubuga indicates that education empowers access to the productive nature of man not only in social and economic terms but in terms of imparting values, ideas, attitudes and aspirations important for natural development.

It is said that academic excellence and good student/pupil behavior in a school set – up, depends inter alia, on the quantity and quality of teachers engaged in the schools as well as the ability of educational authorities to retain teachers in the

1

schools. This is because it takes a stable, satisfied and satisfactory workforce of teachers to "cultivate" the minds of the learners and to effectively perform the other services required of professional teachers (Adentwi & Baafi-Frimpong, 2010). Teacher mentoring therefore stands out as a plausible mechanism to achieve this.

In order therefore to improve quality instructional outcome in education, there is the need to look at teacher mentoring holistically to address the shortfalls in its conduct and also to use it as a tool to sharpen the skills and professional conduct of teachers to get the Ghanaian educational standards back to its enviable place in times past. In the light of the discussion above, this study was designed to explore the challenges associated with mentoring of teachers in Ghanaian educational establishments especially at the secondary level with particular reference to the Kumasi Metro of the Ghana Education Service.

1.2 Statement of the Problem

The ability of the schools system to retain the requisite number of qualified teachers engaged in the schools is a matter of serious concern. Not only does it cost so much money, time and effort to recruit and select qualified teachers, but also the consequences of high attrition rates for academic excellence and good student behavior in the schools can be enormous (Adentwi & Baafi-Frimpong, 2010). They continued to observe further that a high teacher attrition predicts doom for the schools system and endangers the entire civilization. When teachers leave their jobs very often, it means that they go away with the pedagogical skills, knowledge and experience they have acquired through costly formal teacher education.

The entire school system and the entire civilization suffers because it takes quite some time to get a replacement for the teachers who leave the profession. For as long

as the new teachers are not properly fitted into the school environment, they cannot meaningfully contribute to school activities including the disciplining of the school children.

This state of affairs is quite gloomy. One sure way of dealing with it is to ensure that the teachers are properly mentored. This may help to ground them in the profession. It may also indoctrinate them with issues of the teaching profession. Once this happens they will remain with the teaching profession for as long as they can. This therefore has motivated the researcher to explore the challenges associated with mentoring of teachers in selected Senior High Schools in the Kumasi Metropolis

Purpose of the Study

The purpose of the study was to examine the challenges associated with mentoring of pre-service teachers in selected Senior High Schools in the Kumasi Metropolis of the Ashanti Region.

1.4 The Objectives of the Study

Specifically, the study sought to:

1. determine the processes involved in mentoring teacher trainees in Senior High Schools in the Kumasi Metropolis

2. ascertain the factors that promote effective mentoring of teacher trainees in Senior High Schools in the Kumasi Metropolis

3. identify the challenges associated with the mentoring process

1.5 Research Questions

1. What are the processes involved in mentoring teacher trainees in the study area?

2. What are the factors that promote effective mentoring of teacher trainees in the study area?

3. What are the challenges associated with the mentoring process?

1.6 Significance of the study

The result of the study will help to promote collegiality, collaboration, networking, reflection and professional development among teachers.

The findings of this study would greatly contribute to the mentoring programme as it will complement the existing literature on the benefit and challenges facing mentees in the mentoring programme. Also the findings would significantly point out the various challenges associated with the mentoring process. The findings will also help the Ghana Education Service to institute effective measures to enable the mentees and mentors to have successful mentoring program.

The outcome of the study will serve as a blueprint for the Ghana Education Service to formulate the relevant policies to improve upon the mentoring process. The outcome of the study will serve as a guide to other researchers who would want to investigate the mentoring process.

1.7 Delimitation of the study

There are a lot of concerns about mentoring programme in public senior high schools in the Kumasi Metropolis in the Ashanti Region of Ghana, but the study was delimited to public senior high schools in the Asokwa and Subin sub-metros of the Kumasi Metropolis. The study only delved into the processes involved in mentoring teacher trainees in the study area, the factors that promote effective mentoring of teacher trainees in the study area and the challenges associated with the mentoring process.

1.8 Limitations of the study

The study was limited to public senior high schools in the Asokwa and Subin sub-metros of the Kumasi Metropolis, despite the fact that there were other senior high schools in the Kumasi Metropolis. The researcher used a small sample size for the study so the findings of the study should be generalized with caution

1.9 Organization of the Study

The organization of this work is made up of five chapters. Chapter One is the general introduction of the study. It gives the background of the study and lays the foundation for the study to take off. The second section, which is chapter Two focused on the review of relevant related literature. This served as the theoretical and empirical underpinnings of the study.

Chapter Three is the next in line which dwells on the methodology of the study. It is made up of research design and instruments of data collection. The next chapter is chapter four.

All the data collected for the purposes of the study would be analysed in Chapter Four. Finally, summary of findings, conclusions, recommendations and suggested areas for further research were made in Chapter Five.

CHAPTER TWO

LITERATURE REVIEW

2.0 Overview

Professional development is very important to improve teaching and learning at school. Effective mentoring plays a central role in this professional development. Mentoring is a process that enables school staff to achieve their full potential. Mentoring is helpful for school heads to develop school staff and ultimately improve teaching and learning. Mentoring provides a wide range of benefits, not only to new teachers, but also to the more experienced teachers or recently appointed school heads. The process is usually time defined and has a significant emphasis on developing the less experienced colleague's instructional skills and classroom practice (GES, Draft Document for Principal Teacher Aspirants). This underscores the necessity of mentoring in all organizations including the Ghana Education Service.

This chapter therefore is to review related literature on mentoring, the processes of mentorship activities, some importance of mentorship and the challenges associated with the mentoring processes. This will equip the researcher with the needed information to be able to assess the challenges associated with the mentoring processes of teachers in the Kumasi Metro of the Ghana Education Service.

2.1 What is Mentoring?

Mankoe (2007) observed that mentoring is a process by which an experienced teacher assists the new professional towards professional growth and experience. He explained that, the mentor as an experienced professional opens the pathway to the new professional to become established. Mentoring according to Mankoe (2007) has a

multiple application in education. It is used to support novice teachers who are entering the profession. It also helps on – the – job training for more experienced teachers and is beneficial to the mentors themselves. These benefits accrue in terms of professional recognition, expanded responsibility, and a sense of satisfaction from helping new teachers to establish themselves.

Gibbons (2000) asserted that mentoring is a protected relationship in which learning and experimentation can occur, potential skills can be developed, and in which results can be measured in terms of competence gained rather than curricular territory covered. Gibbons definition of mentoring looks at mentoring as a confidential interaction between the mentor and the protégé. This offers the protégé an opportunity to get close to the mentor for impartation. It also works well in the interest of the protégé because the protégé can open up to the mentor to get all his professional deficiencies ironed out by the mentor without a third person getting to know of the shortfalls of the protégé. Gibbons' definition of mentoring is in line with the assertion that mentoring is an interpersonal relationship that fosters support between a mentor and a protégé. This is an ideal developmental tool for employees. This is possible by promoting observation and conversation about teaching. Mentoring therefore help teachers to develop tools for continuous improvement.

According to conventional wisdom, mentors should assist but not to assess on the grounds that novices are more likely to share problems and ask for help if mentors do not evaluate them. Hall (2002) offered a very critical definition for mentoring when he opined that mentoring is an intentional relationship focused on developing self of relatively unseasoned protégé through dialogue and reflection; an implicit focus on development of the next generation in context of interpersonal relationships.

8

Hall further explained that the primary function of the relationship is to develop the protégé's learning capacity by transmitting knowledge, organizational culture, wisdom and experiences.

Further mentoring is also about giving and receiving support and help in a non– threatening and informal environment and in a manner that is appropriate to the needs of the mentee. When this process is properly undertaken, the mentee will value and appreciate and value the mentor's involvement and will be empowered and encouraged to move forward with confidence towards what they wish to achieve.

The Ghana Education Service (2010) in its draft document for Principal Teacher Aspirants observed that mentoring is a more structured and sustained relationship for supporting professional learners at the early stage of their career, through a career transition or when facing a particular challenge. The GES further explained that mentoring provides a wide range of benefits, not only to new teachers, but also to more experienced teachers or recently appointed school heads. The mentoring process is usually time defined and has a significant emphasis on developing the experienced colleague's instructional skills and classroom practice.

Mentoring as explained by the GES is a structured and trusting relationship between a mentee and a mentor who offers guidance, support and encouragement. Mentoring therefore is a process in which an experienced individual otherwise known as a mentor helps another person often referred to as mentee develop his or her goals and skills through a series of time – limited, confidential, one – on – one conversations and other learning activities.

Generally, the mentor will be someone with more experience who can offer practical, career, emotional and or social support. Mentors also draw benefits from the mentoring relationship. The mentor will have the opportunity to share his or her wisdom and experiences, evolves his or her own thinking, develop a new relationship and deepen his or her skills as a mentor. This relationship is practically focused on the growth and development of the mentee and will change over time in response to their needs.

It has been argued by some schools of thought that mentoring depend on some assumptions. These are; the best context for growth is where a person is valued as an individual and as a colleague, individuals do not develop in isolation, each step in development begins with a review of where the individual is now. The rest of the assumptions are; it is not a sign of weakness to ask for help rather a request for help is an indication of a healthy climate of trust and commitment to personal growth, mutual learning relationships in an educational organization are of benefit to individuals and to the schools in which they work. These assumptions are the underlying principles behind mentoring especially in educational establishments.

It is worth mentioning from the definitions of mentoring that mentoring is a personal, helping relationship between a mentor and a mentee that includes professional development and growth and varying degrees of support. Mentoring tends to be more holistic in focus than coaching as it is not only interested in maximizing performance, but also concerned with the mentee's overall life development.

2.1.1 Mentor

McCauly and Douglas (1998) cited in Yukl (2010) observed that a mentor is a more experienced individual in the mentoring process. He contended that the mentor is usually at a higher managerial level and is not the protégé's immediate boss. Yukl explained that mentors provide two distinct types of functions for the protégé. These are psychosocial and career – facilitation functions. Psychosocial function according to Yukl includes acceptance, encouragement, coaching and counseling. Career – facilitation function on the other hand is composed of sponsorship, protection, challenging assignments, exposure and visibility. Mentors facilitate adjustment, learning and stress reduction during difficult job transitions, such as promotion to one's first managerial position, transfer or promotion to a different functional unit in the organization, an assignment in a foreign country, or assignments in an organization that has been merged, reorganized or downsized. There is a greater beneficial effect on the protégé when the mentor is successful. The relationship also lasts for long in the event of the mentor being successful in the mentoring relationship. Mentors also benefit from the mentoring experience because it increases their job satisfaction and help them develop their own leadership skills. Mentors challenge mentees to move beyond their comfort zone.

In effect, a mentor is commonly an individual who provides friendship, guidance, direction and support for mentees. This is to facilitate the professional growth of the mentee. The mentor creates a positive counseling relationship and climate for open communication to help the mentee identify problems and guide him or her towards solutions.

2.1.2 Mentee

Mentee is also known in organizational circles as protégé. According to the Ghana Education Service (2010), a mentee is the individual who needs to absorb the mentor's knowledge and have the ambition and desire to know what to do with this knowledge. The mentee also practices and demonstrates what has been learned. The mentee tackles more challenging assignments and is interested in learning new things. He or she carry out tasks by agreed times and seek guidance and advice for professional development. Usually, mentees maintain a mentoring plan and work with the mentor to set up goals, developmental activities, time frames and also maintain confidentiality as they try to imbibe new skills and knowledge and apply these in a professional context.

2.2. Types of Mentoring Relationships

The Ghana Education Service (2010) identified two major mentoring schemes. These are formal and informal mentoring. The GES however indicated that what is important is the flexibility to choose a combination of these mentoring schemes to meet the professional needs of mentees.

2.2.1 Formal Mentoring

Formal mentoring is programme – based or structured mentoring. Formal mentoring occurs where the organization provides support structures to ensure that participants have clarity of purpose and the support they may need to make a success of the relationship.

12

A formal mentoring relationship is characterized by its intentionality. For instance, the partners in the relationship ask for or offer the mentoring, establish goals for the relationship and make agreements about its nature. That is to say, formal mentoring has clear and rational purpose. It is planned through a facilitated mentoring programme in which mentoring relationships are initiated, monitored, supported, concluded and evaluated to ensure maximum benefit particularly to the mentee. Goals are established from the beginning by the organization and the mentee. These goals would be the basis to measure the outcomes of the mentoring relationship. Access in formal mentoring is also open to all who meet programme criteria.

Mentors and mentees in formal mentoring are paired based on compatibility and training and support for effective mentoring is provided. A critical example of this type of mentoring is the current Programme of the Colleges of Education in Ghana where pre – service teachers go to the field for one year to understudy practicing teachers.

2.2.2 Informal Mentoring

Informal mentoring is the casual support, guidance and advice that many people get in work places. Informal mentoring normally occurs without any assistance or intervention from organizations. Informal mentoring relationships usually occur in a spontaneous format. This can be best understood when two people who work in a similar or related field find out that they have mutual interests and decide to work together. It may also occur within the context of other relationships such as a supervisory relationship or even peer relationships. It is important to note that goals of

13

the relationship in informal mentoring are not specified and outcomes are not measured.

Access to informal mentoring is limited and may be exclusive. Mentors and mentees self – select on the basis of personal rapport and chemistry. Mentoring lasts a long time, sometimes a lifetime in informal mentoring and the organization benefits indirectly, as the focus is exclusively on the mentee.

2.3 Mentoring Models

There are a variety of mentoring models that can be used during the mentoring process. Furlong (2000) identified the following mentoring models; apprenticeship model, competency model and reflective model. The others are, collegial model, friendship model and informal model. The Ghana Education Service (2010) also identified one – on – one mentoring, distance mentoring, multiple, peer mentoring and team mentoring.

2.3.1 Apprenticeship Mentoring Model

The apprenticeship mentoring model refers to a situation where an experienced teacher or master *craft* person helps novice or a new teacher to learn the basis of the profession. It is described as *follow me* model. This model portrays an imbalance of power between the mentor and the mentee. The mentor knows far too more where the mentee knows far too less. The mentor in this case has a duty to model the ethics, values and principles of the profession for the apprentice to learn (Furlong, 2000)

14

2.3.2 Competency Mentoring Model

Competency mentoring model is quite similar to the apprenticeship mentoring model in the training process but the competencies to be developed by the mentee are specific and defined by the two partners that is the mentor and the mentee at the beginning of the mentoring relationship. The mentor's role is to assist the mentee build competencies and skills. The mentor in this sense acts like a coach or a trainer in the relationship (Furlong, 2000)

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2.3.3 Reflective Mentoring Model

The reflective mentoring model is best understood when viewed from the learning perspective. Here learning to teach is more of an exploratory, context – specific, value– laden activity shaped through experiences. The new teacher is given the needed assistance and support to develop the use of reflection as a tool for learning. The mentor's role is to actively plan systematic interventions that will encourage the mentee ask questions and analyze the teaching and learning process with the aim of improving upon the practice (Furlong, 2000)

2.3.4 Collegial Mentoring Model

The collegial mentoring model depicts a co – equal relationship where power does not come into play. It is not a relationship that contains an imbalance of power as in the case of the apprenticeship model. The mentor and the mentee have ideas to share. That is to say, the mentor allows the mentee to contribute to the learning that will take place between the two of them (Furlong, 2000)

2.3.5 Friendship Mentoring Model

Friendship mentoring model is yet another mentoring model for continuous professional development of teachers. This model is sometimes referred to as the critical model. In simple terms, the mentor functions in this relationship as a critical friend to the mentee. For example, in a school situation, the mentor's role is to help the mentee settle in the school environment comfortably. One of the main needs of new teachers in a school is survival and the transition from the school as a member of staff. It is therefore the assistance of this critical friend that can help with classroom and staffroom adjustments. The mentor simply acts as a teacher and a friend to the mentee (Furlong, 2000)

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2.3.6 Informal Mentoring Model

The informal mentoring model is a flexible approach to mentoring which encourages feedback and expression of views, ideas, experiences and challenges without any structural and hierarchical requirements of the relationship. The mentor befriends the mentee, asserts his or her own values and negotiates the learning targets to be achieved. There is no time bound in this relationship. There is a strong persuasion by mentors for mentees to succeed (Furlong, 2000)

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2.3.7 One – on – one Mentoring Model

The one – on – one mentoring model is the most traditional mentoring model, and can be the most easiest to administer in any organization. The mentoring relationship in this model is individualized and highly personal. This relationship has an added advantage to create strong bonds and relationships between mentors and mentees. Mentees are able to open up to mentors to ensure the total professional

development of the mentee. This model is quite effective in addressing the professional and other needs of the mentee (Furlong, 2000)

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2.3.8 Distance Mentoring Model

The distance mentoring model is a modern means of mentoring. It practically makes use of modern technology. The mentor and the mentee engage one another via the internet, e – mail, twitter, face book, Skype, telephone and so on. This model is especially useful where mentors and mentees are not in the same location, or where programme participants travel a great deal (Furlong, 2000).

2.3.9 Multiple Mentoring Model

This is a relationship where a mentee has more than one mentor, and the mentors meet individually with the mentee. Multiple mentors can provide different perspectives and expertise to the mentee. This method of mentoring may be easier to manage, given busy schedules and the possibility that mentors are located across the country. Multiple mentoring is essentially the same as the *mentor network* concept (Furlong, 2000).

2.3. 10 Peer Mentoring Model

Peer mentoring is the mentoring relationship where the mentor and the mentee are more – or – less of the same level and they mentor each other. This model is less formal and less inhibiting than other mentoring models. It is based on peer development concept where two individuals are relatively equal in status and learning and their development is a two way collaborative affair. Mentors who have undergone

similar experiences are commonly chosen to mentor a new person in the same situation (Furlong, 2000)

2.3.11 Team Mentoring Model

Team mentoring is a model in which the mentee and the mentors meet jointly as a team. This model has benefits for everyone. It can be where several mentors work with several mentees who meet as a team or where an individual serves as mentor and that mentor is available to many mentees at the same time and the team members who are usually the mentees also support each other through peer mentoring (Furlong, 2000)

2.4 Key Mentoring Techniques

Mentors and mentees adopt certain mentoring skills. These skills can be developed, and that particular skills or competencies seem to result in the most successful mentoring relationships. Some of these skills are listening actively, encouraging and inspiring, building trust, determining goals and building capacity.

2.4.1 Listening Actively

Listening actively is the most basic skill mentors and mentees use throughout the mentoring relationship. This creates rapport between the mentor and the mentee and also ensures a positive, accepting environment that permits open communication. Active listening enables mentors to ascertain the interests and needs of the mentee. This ensures a very effective and fruitful relationship for both the mentor and the mentee.

2.4.2 Encouraging and Inspiring

This is the mentoring skill that mentees value most. The mentor can comment favorably on the accomplishment of the mentee, communicate his or her belief in the mentee's capacity to grow personally and professionally to reach his or her goals. The mentor also encourages and inspire by responding to the frustrations and challenges of the mentee with words of support, understanding, encouragement and praise. Aside this, mentors exhibit this skill by sharing their personal vision or those of others, describing experiences, mistakes and successes the mentor or others have encountered on the road to achieving their goals.

Finally, mentors can also employ this skill by talking with the mentees about people and events that have inspired and motivated them. Introducing mentees to colleagues who can be useful contacts or inspiring models also fits into this skill.

2.4.3 Building Trust

Trust is one of the most important elements in mentoring relationships. Whether or not the mentoring relationship can travel its full length to its logical conclusion depends on trust. It is built over time. Mentors especially can increase trust by keeping conversations and other communications with mentees confidential, honouring scheduled meetings, consistently showing interest and support and by being honest with mentees.

2.4.4 Determining Goals and Building Capacity

Mentors as models have their own career and personal goals. These are usually shared with the mentees especially, to ginger and encourage them to be successful in their chosen fields. Mentors usually help mentees to identify and achieve

career and personal goals by sharing their own career and personal goals with the mentees.

Mentors develop mentees capacity for learning and achieving their goals by assisting mentees to find resources such as people, books, articles, tools and web – based information. This skill is also used by imparting knowledge and skills by explaining, giving useful examples, demonstrating processes, and asking thought – provoking questions. The other side of it is to help the mentee to gain broader perspective of his or her responsibilities and organization. Finally, mentors employ this skill by discussing actions they have taken in their career and explaining the rationale behind it.

2.5 Structure of mentorship programme

Mentoring programmes encompass various aspects that require meticulous planning, implementation and monitoring for effective results (Hamilton, 2003). According to Hamilton (2003), at the initial phase of the mentoring programme the following aspects need to be communicated to the mentor, mentee and the supervisor of the programme.

Firstly, the rationale of the mentorship programme; secondly the objectives; thirdly the responsibilities of the participants and lastly the regulation regarding confidentiality and other issues which may arise (Hamilton, 2003).The lack of these considerations could pose risks for an organisation as pointed out by Klasen and Clutterbuck (2002). A mentorship programme that lacks explicit objectives and details can cause frustration and ultimately lead to poor mentoring, thus an attempt to introduce a follow-up programme could be rejected by the potential participants to the programme.

Furthermore, Kardos and Johnson (2008) note that not all mentoring programmes are carefully structured and mentors are not always aware of what is expected of them. Hence mentoring programmes that are disorganized are not a useful tool for the mentor and mentee and should be avoided as they will serve no purpose for the effective development of the mentee.

It is thus evident that if mentor teachers are not aware of the purpose of a mentor programme it could influence their role as mentors negatively (Frick, Arend & Beets, 2010). A vital step when developing a mentoring programme is to assess the needs and expectations of the mentees and mentors, otherwise the danger is that the programme can be underutilized and consequently be ineffective (Klasen & Clutterbuck, 2002). Garvey (2000) suggest that the following considerations be taken into account when developing a mentoring programme: (a) The role of the mentor must be specified and clear; (b) The organisation must understand the purpose of mentoring; (c) Mentoring is a process and it facilitates the learning of the mentee; (d) Both the mentor and the mentee must be committed; (d) Mentoring requires hard work and (e) the focus of the mentorship programme must be on the mentee (Garvey, 2000). Mawoyo and Robinson (2005) alluded to the fact that a mentoring programme should address the specific needs of the mentee.

Also, Quick and Siebörger (2005) postulates that gradual changes by all stakeholders can lead to an improvement and this can be achieved by coordinating the realistic intricacies of the teaching practice programme. Moreover, Hamel and Fischer (2011) argue that it is vital to develop a mentoring programme in relation to the lived experiences of mentors and interns. Hamilton (2003) suggests several methods and principles to structure formal mentoring programmes that will facilitate the success of the programme which is to communicate, coordinate, monitor, be flexible and

integrate. In light of these methods firstly, a detailed explanation should be provided to management and staff regarding the objectives of the mentoring programme. Secondly, staff should be informed when the mentees will be joining them and how the mentorship programme will align itself with the staff development activities. Thirdly, mentors should be trained to create an awareness of their role as mentors and what type of support will be offered during the mentoring programme. Lastly, clarity should be provided regarding the person who is responsible for initiating the first meeting. To arrange the first meeting between mentors and mentees a social event such as a lunch can be hosted to ensure that everyone taking part in the programme meet. The development of the mentoring relationship can be checked on a regular basis, for example once a month. In addition, in-depth interviews or questionnaires can be designed by an external person to evaluate the success of the programme.

A mentor's role encompasses that of a friend, parent and supervisor, thus a brief orientation session will not be sufficient to equip the mentor regarding the foregoing aspects (Hamilton, 2003). Mentees also need training to inform them regarding their role expectations of the mentorship programme, such as how to learn from experience and how to formalise their relationship with the mentor. The foregoing sentiments will minimise problems and enhance the learning of the mentee. Maphosa, Shumba and Shumba (2007) contended that in order to establish a meaningful mentoring programme more attention should be focused on the way the programme is structured. The realities of teaching practice should be investigated to provide appropriate guidance to mentors. The enhancement of mentoring programmes can only be possible if colleges of educations and schools co-ordinate the programme collectively to ensure effective mentoring (Maphosa, Shumba & Shumba, 2007).

To facilitate the aforementioned recommendation Kiggundu and Nayimuli (2009) asserted that colleges of educations should take it a step further and arrange workshops with the schools to equip and assist mentor teachers, whilst Quick and Siebörger (2005) have shown that collaboration between mentor teachers and teachers at the various colleges is vital. The greater the collaboration the greater assistance the mentees will receive regarding their professional development during teaching practice. In addition, when there is a strong collaboration between colleges and schools, mentees will receive a better quality of mentoring and, consequently, a more meaningful learning experience (Mawoyo and Robinson, 2005). It is evident that collaboration between the stakeholders could result in realizing the optimal benefits of mentoring. Schools' contribution to mentoring programmes during teaching practice can be valuable if the colleges of education communicate with them directly and give appropriate guidance of what is expected of school-based mentors (Quick & Siebörger, 2005). Van Wyk and Daniels (2004) suggested that at the start of the mentoring programme all the stakeholders involved in the mentoring programme should: (a) develop an understanding of what the mentoring programme entails; (b) discuss and clarify the aims of mentoring; (c) describe clearly the needs of the mentees; (d) compile structured time frames for mentors and mentees to dialogue and (e) construct an instrument to evaluate the mentoring programme. The foregoing suggestions will ensure ongoing self-reflection of the mentees, thus developing their levels of competency. These considerations are supported by Frick, Arend and Beets (2010) who pointed out that a mentoring programme that focuses on developing the teaching competences of the student teachers, and which illustrates empathy and understanding from the mentor can be a valuable tool to enhance teacher preparation. It is important that individuals are not forced into mentoring and that only individuals

23

who are willing to be mentors be allowed to do so (Garvey & Alfred, 2000). The skills and qualities of the mentor will differ according to the aims of the mentoring programme and the manner in which the organization would like to achieve the objectives (Hamilton, 2003).

Knowledgeable and skilled mentors should not be the only focus to ensure a successful mentorship programme (Hamilton, 2003). The responses of the mentees who participated in the study of Allan (2007) indicated that the choice of mentors should also be based on their personal qualities, as opposed to only their professional status within an organisation.

This provides a clear indication that the criterion for choosing mentors should be based on the teachers' skills and qualities. Mentoring programmes are most likely to fail if appropriate support is not provided from management and the coordinators of the programme (Hamilton, 2003). Mentoring programmes may cause less time for other obligations and conflict with the mentor's personal life and other commitments (Winberg, 1999). Therefore, before a teacher commits to the role of a mentor they should consider how it may impact on their other activities within the school context.

2.5.1. Characteristics of a Good Mentorship Program

A good mentorship program gives all the responsibilities and describes the role of the mentor (Rowley, 1999). Many times mentors do not know how to help their mentees. They are confused about their role; are they more of a guide, instructor, advisor, friend or all of the above? Frick, Arend, Beets, (2010) described mentoring as a complex role that encompasses criticism and praise, pressure and nurturing, logistics, organization, and persistence.

Many teachers that are serving as mentors have not participated in a formal mentoring training program. Heeralal and Bayaga (2011) were of the view that this prevalent aspect of school based mentoring programs presents special challenges that are further exacerbated when mentor teachers receive no or inadequate training and only token support for their work. They may find the role of mentor especially complex and confusing. They are unsure of how to share their years of teaching experience without being overbearing (Ganser, 2002). Some mentors express concerns about being seen as interference rather than a helpful guide (Ganser, 1995). It is vital that mentors know what the expectations of them are. This will alleviate concerns about the role of the mentor and where they fit in with the mentee. Mentoring encompasses so much more than simple support and help. Danielson (2002) describes the typical mentor support as including, assistance in planning and delivering lessons, working with students with special needs, interacting with parents and staff, and providing encouragement. It is important that the mentor have the training in order to know how to fulfil the needs of the novice teacher. The training can range from a short orientation to extensive training (Ganser, 2002).

Frick, Arend and Beets (2010) described three characteristics of a good mentor program. First, a mentor program requires formal training for all mentors, it provides specific examples of the roles and responsibilities expected of a mentor, and it requires mentors to document all conferences and activities involving the mentee and mentor. If a mentor does not have clear expectations and high quality training then it minimizes their ability to help and support beginning teachers (Ganser, 2002). According to Huling-Austin (1992), research has also shown that teachers should be trained in schema theory, how to discuss the subject matter with the mentee. The mentor should focus on how they solve problems and try to explain the organization

25

of their thinking to their mentee. Records indicate that in the beginning stages of the mentee/mentor relationship focus on providing information about the system rather than curriculum and instruction (Korthagen, 2004). As a result, mentors need to be trained in how to incorporate subject matter in their conversations with their mentees. Mentors may also need to be trained in how to collaborate with other teachers. After years of working in isolation they need to work on developing the skills to mentor novices (Korthagen, 2004).

2.6 Importance of Mentoring

According to Hargreaves and Fullan (1998), all professional work is complex and demanding. Poor professional judgment can result in a patient's death, buildings falling down, or people giving up on their own learning. The idea that new professionals should have mentors to guide them through developing the skills and managing the stresses of their work has become increasingly accepted. In teaching for example, induction and mentoring programmes have become widespread even though their implementation have often been disappointing. This observation by Hargreaves and Fullan underscores the huge importance of mentoring in any work environment including teaching.

To start with, Yukl (2010) observed that several studies show that mentoring results in more career advancement and success particularly for the protégé. This is to say that mentoring helps mentees to advance and finally succeed in their chosen career. It must be mentioned that when an individual take up a particular career, the next thing that individual thinks about is advancement in that chosen field. This advancement will not only help the individual to remain in that field for a relatively long time but it will also equip the individual with the requisite experiences and the

technicalities in that field. This will eventually help the individual to contribute meaningfully in the activities of that chosen field. Mentoring, therefore results in career affirmation, advancement and commitment.

This finally results in retention and continuity of staff. Adentwi and Baafi – Frimpong (2010) asserted that when mentoring programmes are created for first – year teachers, it reduces attrition and enhance competence. They explained that beginning teachers who have access to intensive mentoring by expert colleagues are much less likely to teaching in the early years. This means that mentoring is very important for beginners in any field including teaching.

Further, mentoring provides a personalized development opportunity to address individual learning needs. Mentoring relationships most often occur in friendly and very cordial atmosphere. This enables the mentee to open up to the mentor for most of the mentee's deficiencies be it professional or personal to be addressed by the mentor. This happens through encouragement, support, friendship and sharing of practical life experiences. Coupled with this, the mentee has the opportunity to observe the mentor as a model. This does not only help to refine the mentee for professional practice it also grant the mentee the opportunity to catch certain important variables of professionalism from the mentor. The final outcome in all these is the personal development of the mentee.

Again, mentoring is very important in that it brings about collegiality, collaboration and networking. These are essential variables for both professional and personal development of individuals in any work environment. This happens because the mentor and the mentee share ideas, discuss issues in an objective manner and above all decorous communication between the mentor and the mentee. The mentor can also introduce the mentee to friends and colleagues who have valuable and very

27

vital information the mentee may need. When this happens the mentee establishes further relationship with these other individuals and this can only be a source of goodness for the mentee.

Apart from this, mentoring encourages reflection both for the mentor and the mentee in the relationship. Mentoring allows the mentor and the mentee to think through issues that come up for discussions to be able to give the necessary guidance and support particularly to the mentee. The mentee also gives the support and guidance a deep thought as to whether to take it and if so how to implement it and the possible outcomes. All these sharpen the thinking ability of the mentor and the mentee. Reflection in itself is good for individuals to identify what was not done right, what went wrong, what could have been done better, what needs improvement and what should be given more attention. All these are practical issues in day to day professional and personal life. Mentoring gives the opportunity for the mentor and the mentee to effectively apply this for the good of the relationship and the eventual advancement and development of the mentee.

To the mentor, mentoring provides the opportunity for him or her to gain satisfaction in enhancing skills in helping someone else to grow. There is a common saying in leadership that *leadership without a successor is equal to failure.* So the fact that mentors help mentees to be well grounded in their chosen field and possibly take over from them at a later time is enough motivation and satisfaction for the mentor. This is the reason a lot of mentors pour out all that is under their sleeves to people who open up to them for mentoring relationship. The mentor derives satisfaction from the fact that he or she has been able to contribute meaningfully to the professional and personal development of another individual.

It is worth mentioning that mentoring enhances confidence in dealing with challenges and issues. Mentoring provides an opportunity to develop new skills and expertise. These skills and expertise are useful in dealing with challenges that pop up along the line. By so doing, and by being able to surmount one challenge after the other the mentee develops confidence in himself or herself. This is very critical. Because when the mentee gets to this level he or she develops what is known as the *I can do spirit.* This is very essential for the mentee to further develop because he or she would have the courage to tackle challenging issues and this will boost his or her morale to do better.

Another cardinal importance of mentoring is the fact that it drives the mentee to set goals and strive towards them. Goal setting is very important in professional practice like teaching. It guides the actions and the inactions of the individuals who set the goals. Not only that, it also provide practical measures that can help the individual who set the goals to achieve the goals. This means that goal setting brings about discipline and purposefulness in professional practice. Discipline and purposefulness eventually results in success in professional practice and personal life.

Mentoring provides support during times of change and transition. In practical teaching, a teacher could be transferred from one school to another or from one community to another. There could also be change in leadership or the administration of the school. All these come along with some uneasiness and rifts that could be dealt with adequately through proper mentoring. When this is done the individuals involved can come to terms with the realities and contribute meaningfully to the growth of the institution in question.

2.7 Mentoring Relationship

According to Parsloe (2008) mentoring is to support and encourage people to manage their own learning in order that they may maximize their potential, develop their skills, and improve their performance to become the person they want to be. Mentoring therefore has multiple applications in education. It is used to support novice teachers who are entering the profession, it also helps on the job training for more experienced teachers. These benefits accrue in terms of professional recognition, expanded responsibility, and a sense of satisfaction from helping new teachers to establish themselves. Anderson (1987) summed up mentoring relationship by looking at it as a nurturing process in which a more experienced person, serving as a role model teaches, sponsors, encourages, counsels and befriends a less skilled or less experienced person for the purpose of promoting the laters' professional and or personal development.

2.7.1 What are the Processes Involved in Mentoring Teachers?

The Ghana Education Service (2010) has observed that mentoring relationships will go through four major stages. These are; building the relationship, exchanging information and setting goals, working towards goals and or deepening the engagement and ending the mentoring relationship and planning for the future. These major stages are further explained below.

- **Building the Relationship**

The mentor and the mentee get to know each other and begin to establish trust. The mentor and the mentee have a face – to – face meeting to discuss their backgrounds, experiences, interests and expectations. At this point agreements about confidentiality are made and the frequency of contact is also established. At this stage mentors would

usually make eye contact and address the mentee directly. Mentors would also be themselves and act in ways that are genuine, they would also smile and be friendly.

Efforts should be focused on developing rapport. The mentor at this stage listens to the mentee without criticizing or judging. The mentee is also allowed to have control over what would be talked about and how to talk about it. This will make the mentee feel at home and allay all his or her fears and anxieties. This will foster good mentoring relationship to ensure that the goals that are set are achieved (Ghana Education Service, 2010).

- **Exchanging Information and Setting Goals**

The mentor and the mentee will exchange information and set goals. This will deepen the trust between the mentor and the mentee. This stage helps the mentor to gain insight into the goals the mentee hopes to achieve through the mentoring relationship. This stage also helps the mentee see beyond the day – to – day demands of his or her position and help him or her gain clarity on how to get the most out of the mentoring relationship. Goal setting could be done by defining strengths, envisioning the future, setting goals for action, defining concrete tasks, problem planning and reflection. These stages help the mentor and the mentee to set achievable goals which would be the guiding principles for the mentoring relationship(Ghana Education Service, 2010)

- **Working Towards Goals and or Deepening the Engagement**

The mentor at this stage, help the mentee work towards achieving the mentees' goals through conversations, sharing written materials, trying various learning and developmental activities, and introducing the mentee to other colleagues. This stage is marked by openness and trust, meaningful discussion, and application of new insights and approaches. The mentor can encourage and challenge the mentee to

31

think in new ways or approach a problem differently (Ghana Education Service, 2010). Important and sensitive questions are asked at this stage. Some of these questions are; what are the benefits of the relationship up to this stage?, how am I helping you achieve your goals?, what changes do you see in yourself and in the way you approach your work as a result of the mentoring relationship? and what kinds of adjustments or changes, if any, are needed in your goals or in our relationship?

- **Ending the Mentoring Relationship and Planning for the Future**

This is the final stage of the mentoring relationship. The mentor helps the mentee to make a plan for the mentees' continued success and work with the mentee to define the type of support he or she may need in the future. The mentor may also explore the mentees' own interest in mentoring someone in future. This is the point where the mentor and the mentee reflect on accomplishments, challenges and progress towards goals. The mentor especially would want to find out what the mentee will remember most about the relationship and what challenges lie ahead for the mentee. The mentor would also explore other types of support the mentee will still need, discuss whether the relationship will continue informally and how that would be implemented and finally express thanks and best wishes(Ghana Education Service, 2010) ..

2.8 What Challenges do Mentees and Mentors Face in the Mentoring Process?

Noe, Wang and Greenberger (2002) cited in Yukl (2010) observed that research on conditions likely to increase the effectiveness of mentoring suggests that informal mentoring is usually more successful than formal mentoring. They explained that this difference may be due primarily to the way formal mentoring is conducted, including the selection and training of mentors. When these are not properly done

they pose huge challenges to the mentor, the mentee and the mentoring relationship on a whole.

Yukl also identified that mentoring is affected by some demographic factors such as age, gender and race. He explained that women and minorities have more difficulty finding successful mentoring relationships. Common difficulties for women for example, include stereotypes about appropriate behavior, concern about intimacy with men, awkwardness about discussing some subjects, lack of appropriate role models, resentment by peers, and exclusion from male networks. Some of these difficulties remain even when women mentor women. These difficulties are day – to – day happenings in mentoring programmes in schools and other work places.

The Ghana Education Service (2010) also identified some challenges mentors and mentees encounter in the mentoring relationships. Some of these challenges are time and energy, building trust quickly, not being the expert on all the needs of the mentee and being sensitive to differences. The GES explained that the most common challenge by far is finding sufficient time to do all that the mentor and the mentee want to do in the partnership. It is also said that with only a short period of contact hours within a specific period of time, it is not easy to build the kind of trust that is needed for the relationship. Again, many mentors find it difficult when they do not have all the answers.

Finally, it is tempting to assume that both the mentor and the mentee are the same particularly in the beginning of the relationship. These observations in one way or the other affect the smooth functioning of mentoring relationships. However, these difficulties are not enough to erode all the positives of mentoring relationships. Gary in agreement with this stated that despite the difficulties, empirical studies found no evidence that gender affects the success of mentoring.

2.9 What Effective Remedies are Available in Handling Mentoring Problems?

It is an established fact that mentoring is a very effective tool in professional and personal development particularly of the mentee. As a result the difficulties associated with it should be tackled head on to continually enable mentors and mentees engage in the fruitful relationship of mentoring. Some schools of thought have provided certain remedies to handle mentoring problems. The Ghana Education Service (2010) for instance has come up with some remedies. For example, with the problem of time and energy, the GES has proposed that mentors and mentees should avoid promising more time than they can deliver. That is to say contact hours should be realistic and reasonable. This will make the relationship more flexible and stress free to ensure that the goals of the relationship are met.

Again, the GES has suggested that, mentors should listen very carefully and remember what mentees have said in the past. Mentors should also demonstrate credibility and keep their promises and commitments. This will make mentors win the trust of the mentees to ensure the sustainability of the mentoring relationship to ensure its eventual success.

Further, it is suggested that mentors should explain their role as learning facilitators early in the mentoring relationship. In fact, mentors should tell their mentees that they may not have all the answers and that they as mentors are looking forward to learning together with the mentees. This will disabuse the minds of the mentees that the mentors have all the answers to their concerns.

Finally, it has been proposed that mentors should work carefully with the mentees to identify the differences between them. This will enable mentors and mentees to accommodate one another since they know themselves and their prevailing differences better.

2.10 Conclusion

The review point out that mentoring is a very important component of the Continuous Professional Development of professionals like teachers. It also indicated that there are some challenges inherent in mentoring relationships, however these challenges are not comparable to the enormous benefits mentoring relationships produce. It can therefore be concluded that assessing the challenges associated with mentoring of teachers is a very important study which may contribute to the proper management of mentoring relationships in the setting of the study.

2.11 Summary

The review looked at some empirical and philosophical assumptions behind mentoring. It also looked at mentoring as a concept as well as the processes of conducting mentoring, importance of mentoring and some challenges inherent in the mentoring processes and how these challenges could be surmounted.

CHAPTER THREE

METHODOLOGY

Overview

This chapter is made up of the research design of the study, population, sample and sampling techniques, data source, data collection instrument, reliability and validity, data collection procedure, data analysis and challenges encountered during data collection. These helped in the collection of data through quantitative means to investigate the mentoring processes in the setting of the study.

3.1 Research Design

A descriptive survey design was employed for this study. Descriptive research is a research with the aim of seeking new insights or assessing phenomena in a new light (Robson, 2002). The methods applicable in descriptive research include document analysis, experts' opinion and focus group interviews

Descriptive researches are concerned with portraying an accurate profile of persons, events or situations. It involves formalizing and better describes or presents facts about a phenomenon as it is perceived or as it is in reality. It is also useful in describing characteristics of a large population.

As the study involved individual people as units of analysis; descriptive research design was appropriate for the study. The descriptive survey identifies present conditions and points out to recent needs. The advantage of the descriptive survey design is that it provides more information from a large number of individuals.

3.2 Population

Mentoring is a very important issue in the continuous professional development of teachers at all levels. As a result of the relationship between teaching and learning processes and mentoring, the researcher carefully selected mentees and mentors in the study area. The targeted population of this study comprised all the teachers who are mentors and all mentees of Senior High Schools of Subin and Asokwa sub-metros of the Kumasi Metropolis namely, Kumasi High School, Anglican Senior High School, Armed Forces Senior High School and T.I. Ahmadiya Senior High School. In all there were 164 mentors and mentees in Senior High Schools of Subin and Asokwa sub-metros of the Kumasi Metropolis.

3.3 Sample size and Sampling Technique

According to Gall and Borg (2007), sampling is a technique used for selecting a given number of subjects from a target population as a representative of the population in research. To obtain an appropriate sample size for the study, an updated list of all the teachers who are mentors and mentees was obtained from the Headmasters' of Kumasi High School, Anglican Senior High School, Armed Forces Armed Forces Senior High School and T.I. Ahmadiya Senior High School all in the Subin sub metro and Asokwa sub metro totaling 164.

Purposive sampling technique was therefore used to select all the 164 mentors and mentees in all the four Senior High Schools for the study.

3.4 Data Source

The researcher used both primary and secondary data for the study.

3.4.1 Primary Data

The researcher used questionnaire as the techniques for primary data collection. Closed ended questionnaire was used to collect primary data for the study.

3.4.2 Secondary Data

The secondary data was gathered through books, encyclopedias, published and unpublished materials. The main sources of the secondary data gathered were obtained from U.E.W-Kumasi library various text books and on line.

3.5 Data Collection Instrument

The researcher used questionnaires, with closed ended questions for the study. A closed ended questionnaire contains predetermined standardized questions or items meant to collect numerical data that can be subjected to statistical analysis (Kusi, 2012).

Most participants feel more comfortable responding to predetermined responses than items that require them to express their views and feelings. The researcher used closed ended questionnaire in order to save time as well as to facilitate easy analysis as they would be in usable form immediately.

Questionnaire is a written instrument that contains a series of questions or statement that are used to collect information on a particular issue or topic. This was appropriate since the respondents were literates, and were required to answer in writing.

3.6 Pilot Testing

Piloting is the means to get the bugs out of the instrument so that the respondents in the study area will experience no difficulties in completing the questionnaire and also enable one to have preliminary analysis to see whether the wording and format of questions is appropriate (Bell, 2008).

To determine the validity and reliability of the instrument, the questionnaire was piloted. Thirty questionnaires were administered on 20 respondents, selected randomly from Kumasi Senior High Technical School which is situated near the study area. The purpose of the pre-test was to enable the researcher to make necessary changes to items which may be inappropriate, determine the level of ambiguity of the questions for corrections. Ambiguous items were revised and inappropriate items made appropriate.

3.6.1 Validity

According to Joppe (2000), validity determines whether the research truly measures that which it was intended to measure or how truthful the research results are. In other words, does the research instrument allow you to hit "the bull's eye" of your research object? Researchers generally determine validity by asking a series of questions, and will often look for the answers in the research of others.

To determine the validity of the instrument, the questionnaires were given to experts in the field of educational research for corrections, suggestions and observations to ensure its face and content validity. The researcher also presented the questionnaires to his supervisor for scrutiny and critique before administering them.

3.6.2 Reliability

Reliability is a measure of the degree to which a research instrument yields consistency in its results or data after repeated trials. The questionnaire was administered on the same group of people twice in the pilot study with a grace period of two weeks between the first and the second test and the coefficient of reliability from the two tests correlated. The reliability test yielded Crombach alpha of 0.88.

3.6 Data collection procedure

The researcher sought permission from the Kumasi Metro Director of Education for permission to take on the study after the University have approved of the research topic. Permission was given by the Kumasi Metro Director of Education to the researcher to conduct the study after which the researcher paid a working visit to all the respondents. The questionnaires were afterwards administered on the 164 respondents from the four senior high schools in the study area. The respondents were given two weeks to fill the questionnaire after which they were collected.

3.7 Data analysis

The data collected was analyzed with simple descriptive statistics such as percentages and frequencies. The data was cleaned with the aim of identifying mistakes and errors which might have been made and blank spaces which have not been filled. A codebook for the questionnaire was prepared to record the response. The data was computed using the Statistical Package for Social Sciences (SPSS) software package. were used to analyze and answer all the research questions. The data was also presented in tables with frequencies and percentage based on the research questions.

3.8 Challenges Faced During Data Collection of the Study

The researcher faced the following challenges during the study.

1. The researcher found it very difficult combining the study with other academic works.

2. Some of the respondents did not fill the questionnaire on time due to their heavy schedule, according to them.

3. Involvement in other academic activities also took much of the time which subsequently delayed the whole project work.

These challenges nevertheless, the data collection was successful and all the needed data were collected.

CHAPTER FOUR

FINDINGS AND DISCUSSIONS

4.0 Overview

This chapter discusses the findings of the study. The chapter contains data on the demographic characteristics of respondents that includes age, sex and educational background and length of service. It also includes the presentation, analysis and discussions of the main data meant to address the research questions.

4.1 Demographic Characteristics of Respondents

The demographic data of those who took part in this study is presented in Table 4.1

Table 4.1 Demographic Characteristic of Respondents

Variable	Frequency	Percentage
Gender		
Female	58	35
Male	106	65
Total	164	100
Age		
31-40	102	62
41-50	15	9
51-60	47	29
Total	164	100
Qualification		
Bachelor's Degree	126	77

Variable	Frequency	Percentage
Master's Degree	38	23
Total	164	100
Teaching Experience		
1-5 years	35	21
6-10 years	65	40
11-15 years	17	10
16 years and above	47	29
Total	164	100

Source: Field Data 2016

Table 4.1 depicts that majority of the respondents (65%) were males while slightly above one third of the respondents (35%) were female. This shows that there were more males than females respondents in the study. Majority of the respondents (62%) were aged between 31 and 40 years, 29% of the respondents were aged between 51-60 years while 9% of the respondents were aged between 41 and 50 years. Majority of the respondents (77%) had Bachelor's degree certificates while 33% of the respondents had master's degree as their certificates.

Again, majority of the respondents (40%) had been in the teaching field for between 6-10 years, 29% of the respondents had been in the teaching field for 16 years above, 21% of the respondents had been in the teaching field for between 1- 5 years while 10% of the respondents had been in the teaching field for between 11-15 years which means that majority of the respondents have been in the teaching profession for a long time and therefore are seasoned professional who are capable of participating in the study.

4.2 Analysis of the Research Questions

4.2.1 Research Question 1: What are the processes involved in mentoring pre-service teachers in the study area?

According to Mankoe (2007), mentoring is a process by which an experienced teacher assists the new professional towards professional growth and experience. He explained that, the mentor as an experienced professional opens the pathway to the new professional to become established. Mentoring according to Mankoe (2007) has a multiple application in education. It is used to support novice teachers who are entering the profession. It also helps on – the – job training for more experienced teachers and is beneficial to the mentors themselves. These benefits accrue in terms of professional recognition, expanded responsibility, and a sense of satisfaction from helping new teachers to establish themselves.

Gibbons (2000) also asserted that mentoring is a protected relationship in which learning and experimentation can occur, potential skills can be developed, and in which results can be measured in terms of competence gained rather than curricular territory covered. Gibbons definition of mentoring looks at mentoring as a confidential interaction between the mentor and the protégé. This offers the protégé an opportunity to get close to the mentor for impartation. It also works well in the interest of the protégé because the protégé can open up to the mentor to get all his professional deficiencies ironed out by the mentor without a third person getting to know of the shortfalls of the protégé. Gibbons' definition of mentoring is in line with the assertion that mentoring is an interpersonal relationship that fosters support between a mentor and a protégé. This is an ideal developmental tool for employees. This is possible by promoting observation and conversation about teaching. Mentoring therefore help teachers to develop tools for continuous improvement.

44

There are some processes involved in mentoring pre-Service teachers. The researcher therefore asked the respondents to indicate their level of agreement and disagreement on the following perceived processes involved in mentoring pre-service teachers in the study area. The results are shown in Table 4.2

Table 4.2 Response on Processes Involved in Mentoring Pre-Service Teachers.

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
	N ()	N ()	N ()	N ()
Relationship building	84(51)	68(42)	12(7)	-
Exchanging information	72(44)	74(45)	18(11)	-
Setting goals	67(41)	88(54)	9(5)	-
Working towards goals	86(52)	67(41)	11(7)	-
Deepening the engagement	92(56)	61(37)	11(7)	-
Ending the mentoring relationship	88(54)	67(41)	9(5)	-
Planning for the future	71(43)	78(48)	9(5)	6(4)

Table 4.2 shows that slightly above half of the respondents (51%) strongly agreed that relationship building is one of the processes involved in mentoring pre-service teachers, slightly above two-fifth of the respondents (42%) agreed while 7% of the respondents disagreed. The mentor and the mentee get to know each other and begin to establish trust. The mentor and the mentee have a face – to –face meeting to discuss their backgrounds, experiences, interests and expectations. The Ghana Education Service, (2010) opined that at this point agreements about confidentiality are made and the frequency of contact is also established. The mentors would usually make eye contact and address the mentee directly. Mentors would also be themselves

45

and act in ways that are genuine; they would also smile and be friendly. Efforts should be focused on developing rapport. The mentor at this phase in the mentoring process listens to the mentee without criticizing or judging. The mentee is also allowed to have control over what would be talked about and how to talk about it. This will make the mentee feel at home and allay all his or her fears and anxieties.

Further, above two-fifth of the respondents (44%) strongly agreed that exchanging information is also one of the processes involved in mentoring pre-service teachers, slightly above two half of the respondents (45%) agreed while 11% of the respondents disagreed. Slightly above two-fifth of the respondents (41%) strongly agreed that setting goals is one of the processes involved in mentoring pre-service teachers, above half of the respondents (54%) agreed while 5% of the respondents disagreed. The mentor and the mentee will exchange information and set goals. This will deepen the trust between the mentor and the mentee. The Ghana Education Service, (2010) postulated that this setting goals helps the mentor to gain insight into the goals the mentee hopes to achieve through the mentoring relationship. This phase also helps the mentee see beyond the day – to – day demands of his or her position and help him or her gain clarity on how to get the most out of the mentoring relationship. Goal setting could be done by defining strengths, envisioning the future, setting goals for action, defining concrete tasks, problem planning and reflection. These activities help the mentor and the mentee to set achievable goals which would be the guiding principles for the mentoring relationship.

Furthermore, slightly above half of the respondents (52%) strongly agreed that working towards set goals is another process involved in mentoring pre-service teachers, slightly above two-fifth of the respondents (41%) agreed while 7% of the respondents disagreed. Also, above half of the respondents (56%) strongly agreed that

deepening the engagement in the mentoring relationship is one of the processes involved in mentoring pre-service teachers, nearly two-fifth of the respondents (37%) agreed while 7% of the respondents disagreed. The Ghana Education Service, (2010) stated that at this phase the mentor helps the mentee to work towards achieving the mentees' goals through conversations, sharing written materials, trying various learning and developmental activities, and introducing the mentee to other colleagues. This phase in the mentoring process is marked by openness and trust, meaningful discussion, and application of new insights and approaches. The mentor can encourage and challenge the mentee to think in new ways or approach a problem differently. Important and sensitive questions are asked at this stage. Some of these questions are; what are the benefits of the relationship up to this stage? how am I helping you achieve your goals?, what changes do you see in yourself and in the way you approach your work as a result of the mentoring relationship? and what kinds of adjustments or changes, if any, are needed in your goals or in our relationship?

Again, slightly above half of the respondents (54%) strongly agreed that ending the mentoring relationship is one of the processes involved in mentoring pre-service teachers, slightly above two-fifth of the respondents (41%) agreed while 5% of the respondents disagreed. Slightly above two-fifth of the respondents strongly agreed that planning for the future is also one of the processes involved in mentoring pre-service teachers, nearly half of the respondents (48%) agreed, 5% of the respondents disagreed while 4% of the respondents strongly disagreed.

According to the Ghana Education Service (2010), ending the mentoring relationship and planning for the future are the final phase of the mentoring relationship. The mentor helps the mentee to make a plan for the mentees' continued success and work with the mentee to define the type of support he or she may need in

the future. The mentor may also explore the mentees' own interest in mentoring someone in future. This is the point where the mentor and the mentee reflect on accomplishments, challenges and progress towards goals. The mentor especially would want to find out what the mentee will remember most about the relationship and what challenges lie ahead for the mentee. The mentor would also explore other types of support the mentee will still need, discuss whether the relationship will continue informally and how that would be implemented and finally express thanks and best wishes.

Research Question 2: What are the factors that promote effective mentoring of pre-service teachers in the study area?

Mentoring as explained by the Ghana Education Service (2010) is a structured and trusting relationship between a mentee and a mentor who offers guidance, support and encouragement. Mentoring therefore is a process in which an experienced individual otherwise known as a mentor helps another person often referred to as mentee develop his or her goals and skills through a series of time – limited, confidential, one – on – one conversations and other learning activities.

It is worth mentioning from the definitions of mentoring that mentoring is a personal, helping relationship between a mentor and a mentee that includes professional development and growth and varying degrees of support. Mentoring tends to be more holistic in focus than coaching as it is not only interested in maximizing performance, but also concerned with the mentee's overall life development.

Mentors and mentees adopt certain mentoring skills. These skills can be developed, and that particular skills or competencies seem to result in the most successful mentoring relationship. The researcher therefore asked the respondents to indicate their level of agreement and disagreement on the following perceived factors that promote effective mentoring of pre-service teachers. The results are shown in Table 4.3.

Table 4.3 Response on Factors that Promote Effective Mentoring of Pre-Service Teachers

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
Listening actively in the mentoring relationship	84(51)	66(40)	14(9)	-
Encouraging and inspiring mentees	73(44)	80(49)	11(7)	-
Building trust	75(46)	89(54)	-	-
Ensuring collegial relationship	69(42)	80(49)	10(6)	5(3)
Determining goals and working towards goal achievement	76(46)	78(48)	10(6)	-
Building capacity	98(60)	66(40)	-	-

Table 4.3 shows that slightly above half of the respondents (51%) strongly agreed that listening actively in the mentoring relationship is a factor that promote effective mentoring of pre-service teachers, two-fifth of the respondents (40%) agreed while 9% of the respondents disagreed. The result confirms that listening actively in the mentoring relationship is a factor that promotes effective mentoring of pre-service teachers. Listening actively is the most basic skill mentors and mentees use

throughout the mentoring relationship. This creates rapport between the mentor and the mentee and also ensures a positive, accepting environment that permits open communication. Active listening enables mentors to ascertain the interests and needs of the mentee. This ensures a very effective and fruitful relationship for both the mentor and the mentee.

Again, above two-fifth of the respondents (44%) strongly agreed that encouraging and inspiring mentees is a factor that promote effective mentoring of pre-service teachers, almost half of the respondents (49%) agreed while 7% of the respondents disagreed. The result affirms that encouraging and inspiring mentees is a factor that promotes effective mentoring of pre-service teachers. This is the mentoring skill that mentees value most. The mentor can comment favorably on the accomplishment of the mentee, communicate his or her belief in the mentee's capacity to grow personally and professionally to reach his or her goals. The mentor also encourages and inspire by responding to the frustrations and challenges of the mentee with words of support, understanding, encouragement and praise. Aside this, mentors exhibit this skill by sharing their personal vision or those of others, describing experiences, mistakes and successes the mentor or others have encountered on the road to achieving their goals.

Also the entire respondents (100%) strongly agreed that building trust is a factor that promotes effective mentoring of pre-service teachers. The result supports the assertion that building trust in the mentoring relationship is a major factor that promotes effective mentoring of pre-service teachers. Trust is one of the most important elements in mentoring relationships. Whether or not the mentoring relationship can travel its full length to its logical conclusion depends on trust. It is built over time. Mentors especially can increase trust by keeping conversations and

other communications with mentees confidential, honoring scheduled meetings, consistently showing interest and support and by being honest with mentees.

Further, slightly above two-fifth of the respondents (42%) strongly agreed that listening actively in the mentoring relationship is a factor that promote effective mentoring of pre-service teachers, almost half of the respondents (49%) agreed, 6% of the respondents disagreed while 3% of the respondents strongly disagreed. The result endorses that ensuring collegial relationship in the mentoring relationship is a factor that promote effective mentoring of pre-service teachers.

Furthermore, above two-fifth of the respondents (46%) strongly agreed that determining goals and working towards goals in the mentoring relationship is a factor that promote effective mentoring of pre-service teachers, nearly half of the respondents (48%) agreed while 6% of the respondents disagreed. The result approves the assertion that determining goals and working towards goals achievement in the mentoring relationship is a factor that promote effective mentoring of pre-service teachers. Mentors as models have their own career and personal goals. These are usually shared with the mentees especially, to ginger and encourage them to be successful in their chosen fields. Mentors usually help mentees to identify and achieve career and personal goals by sharing their own career and personal goals with the mentees.

Finally, the entire respondents (100%) strongly agreed that building capacity in the mentoring relationship is a factor that promote effective mentoring of pre-service teachers. The result confirms that listening actively in the mentoring relationship is a factor that promotes effective mentoring of pre-service teachers.

Mentors develop mentees capacity for learning and achieving their goals by

51

assisting mentees to find resources such as people, books, articles, tools and web – based information. This skill is also used by imparting knowledge and skills by explaining, giving useful examples, demonstrating processes, and asking thought – provoking questions.

Research Question 3: What are the challenges associated with the mentoring process?

Hall (2002) offered a very critical definition for mentoring when he opined that mentoring is an intentional relationship focused on developing self of relatively unseasoned protégé through dialogue and reflection; an implicit focus on development of the next generation in context of interpersonal relationships.

Hall further explained that the primary function of the relationship is to develop the protégé's learning capacity by transmitting knowledge, organizational culture, wisdom and experiences.

Further mentoring is also about giving and receiving support and help in a non– threatening and informal environment and in a manner that is appropriate to the needs of the mentee. When this process is properly undertaken, the mentee will value and appreciate and value the mentor's involvement and will be empowered and encouraged to move forward with confidence towards what they wish to achieve.

The Ghana Education Service (2010) in its draft document for Principal Teacher Aspirants explained that mentoring provides a wide range of benefits, not only to new teachers, but also to more experienced teachers or recently appointed school heads. The mentoring process is usually time defined and has a significant

emphasis on developing the experienced colleague's instructional skills and classroom practice.

The GES further observed that mentoring is a more structured and sustained relationship for supporting professional learners at the early stage of their career, through a career transition or when facing a particular challenge. However, there are some challenges associated with the mentoring process. The researcher therefore asked the respondents to indicate their level of agreement and disagreement on some of the some challenges associated with the mentoring process. The results are shown in Table 4.4.

Table 4.4 Response on Challenges Associated with the Mentoring Process

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
Selection and training of mentees	65(40)	84(51)	9(5)	6(4)
Age, gender and race of mentors	45(27)	32(20)	51(31)	36(22)
Mentor not being the expert in the subject area of mentees	76(46)	88(54)	-	-
Insufficient time for mentoring	67(41)	85(52)	12(7)	-
Regularity and punctuality of mentors in the mentoring relationship	65(40)	99(60)	-	-
Accommodation for mentees	59(36)	87(53)	18(11)	-
Nonfulfillment of financial obligations to mentors	94(57)	70(43)	-	-

Table 4.4 indicates that two-fifth of the respondents (40%) agreed that selection and training of mentees is one of the challenges associated with the mentoring process, slightly above half of the respondents (51%) agreed, 5% of the respondents disagreed while 4% of the respondents strongly disagreed. The result approves that selection and training of mentees is one of the challenges associated with the mentoring process.

Also, slightly above one-quarter of the respondents (27%) agreed that age, gender and race of mentors is one of the challenges associated with the mentoring process, one-fifth of the respondents (20%) agreed, nearly one-third of the respondents (31%) of the respondents disagreed while slightly above one-fifth of the respondents (4%) strongly disagreed. The result indicates that age, gender and race of mentors is not a great challenges associated with the mentoring process as majority of the respondents (53%) disagreed.

Again, the entire respondents (100%) agreed that mentor not being the expert in the subject area of mentees is one of the major challenges associated with the mentoring process. The result affirms that mentor not being the expert in the subject area of mentees is a great challenge associated with the mentoring process.

Further, slightly above two-fifth of the respondents (41%) agreed that insufficient time for mentoring is one of the challenges associated with the mentoring process, slightly above half of the respondents (52%) agreed while 7% of the respondents strongly disagreed. The result confirms that insufficient time for mentoring is one of the challenges associated with the mentoring process.

Again, the entire respondents (100%) agreed that regularity and punctuality of mentors in the mentoring relationship is one of the major challenges associated with the mentoring process. The result agrees that regularity and punctuality of mentors in the mentoring relationship is a great challenge associated with the mentoring process.

Furthermore, above one-third of the respondents (36%) agreed that accommodation for mentees is one of the challenges associated with the mentoring process, above half of the respondents (53%) agreed while 11% of the respondents disagreed. The result supports that accommodation for mentees is one of the challenges associated with the mentoring process.

Finally, the entire respondents (100%) agreed that nonfulfillment of financial obligations to mentors is one of the major challenges associated with the mentoring process. The result confirms that nonfulfillment of financial obligations to mentors is the most important challenge associated with the mentoring process.

All the results in Table 4.4 agree with Gary (2010) observed that research on conditions likely to increase the effectiveness of mentoring suggests that informal mentoring is usually more successful than formal mentoring. They explained that this difference may be due primarily to the way formal mentoring is conducted, including the selection and training of mentors. When these are not properly done they pose huge challenges to the mentor, the mentee and the mentoring relationship on a whole. Gary also identified that mentoring is affected by some demographic factors such as age, gender and race. He explained that women and minorities have more difficulty finding successful mentoring relationships. Common difficulties for women for example, include stereotypes about appropriate behavior, concern about intimacy with men, awkwardness about discussing some subjects, lack of appropriate role models, resentment by peers, and exclusion from male networks. Some of these difficulties

remain even when women mentor women. These difficulties are day – to – day happenings in mentoring programmes in schools and other work places.

The Ghana Education Service (2010) also identified some challenges mentors and mentees encounter in the mentoring relationships. Some of these challenges are time and energy, building trust quickly, not being the expert on all the needs of the mentee and being sensitive to differences. The GES explained that the most common challenge by far is finding sufficient time to do all that the mentor and the mentee want to do in the partnership. It is also said that with only a short period of contact hours within a specific period of time, it is not easy to build the kind of trust that is needed for the relationship. However, these difficulties are not enough to erode all the positives of mentoring relationships. Gary (2010) in agreement with this stated that despite the difficulties, empirical studies found no evidence that gender affects the success of mentoring.
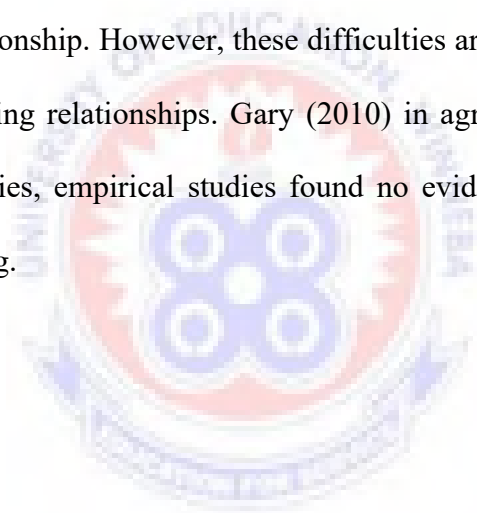
CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

5.0 Overview

This chapter contains the summary, conclusions, recommendations and suggestions for further research based on the research questions.

5.1 Summary of Study

The study was conducted to examine the challenges associated with mentoring of pre-service teachers in selected Senior High Schools in the Kumasi Metropolis of the Ashanti Region. The objectives of the study were to determine the processes involved in mentoring teacher trainees in the study area, ascertain the factors that promote effective mentoring of teacher trainees in the study area and to identify the challenges associated with the mentoring process.

The researcher used descriptive survey design with closed ended questionnaire as the research instrument for the study. The targeted population of this study comprised all the teachers who are mentor and all mentees of Senior High Schools of Subin and Asokwa sub-metros of the Kumasi Metropolis namely, Kumasi High School, Anglican Senior High School, Armed Forces Senior High School and T.I. Ahmadiya Senior High School. In all there were 164 mentors and mentees in Senior High Schools of Subin and Asokwa sub-metros of the Kumasi Metropolis. Purposive sampling technique was therefore used to select all the 164 mentors and mentees in the four senior high schools in the study area for the study.

5.1.1 Main findings

1. Processes involved in mentoring teacher trainees

The study revealed that the processes involved in mentoring teacher trainees are relationship building, exchanging information, setting goals, working towards goals, deepening the engagement ending the mentoring relationship and then planning for the future.

2. Factors that promote effective mentoring of teacher trainees

The study again uncovered that the factors that promote effective mentoring of teacher trainees are listening actively in the mentoring relationship, encouraging and inspiring mentees, building trust, ensuring collegial relationship, determining goals and building capacity

3. Challenges associated with the mentoring process

Some of the challenges associated with the mentoring process are selection and training of mentees, age, gender and race of mentors, mentor not being the expert in the subject area of mentees, insufficient time for mentoring, regularity and punctuality of mentors in the mentoring relationship, accommodation for mentees and financing.

5.2 Conclusion

Based on the findings, the study concludes that, there are processes that are followed in the mentoring of pre-service teachers so as to make the mentoring programme to a success. Prominent among the processes are relationship building, exchanging information, setting goals, working towards goals, deepening the engagement ending the mentoring relationship.

Also there are some factors that promote effective mentoring of teacher trainees in the mentoring process which includes listening actively in the mentoring relationship, encouraging and inspiring mentees, building trust and ensuring collegial relationship.

Again, there are challenges associated with the mentoring of teacher trainees. Notable among them are mentor not being the expert in the subject area of mentees, insufficient time for mentoring, regularity and punctuality of mentors in the mentoring relationship, accommodation for mentees and financing.

5.3 Recommendations

The following recommendations are made based on the findings of the study.

1. The Ghana Education Service should see to it that only mentors who are experts in the study area of the mentees should be assigned to the mentees.

2. The Ministry of Education in collaboration with the Ghana Education Service should provide enough time in the mentoring relationship to enable mentees to gain get enough exposure and experience.

3. Heads of educational institutions should make sure that mentors are regular and punctual to school when the mentoring of teacher trainees resume in order for the mentee to gain the necessary skills in the mentoring process.

5.4 Suggestion for Further Study

It is suggested that, further study should be conducted to examine the challenges associated with mentoring of pre-service teachers in the other Senior High Schools in the Kumasi Metropolis of the Ashanti Region.

Further study should also be conducted to examine the challenges associated with mentoring of pre-service teachers in the private Senior High Schools in the Kumasi Metropolis for comparative analysis.

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61

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APPENDIX A

UNIVERSITY OF EDUCATION, WINNEBA

DEPARTMENT OF EDUCATIONAL LEADERSHIP

QUESTIONNAIRE FOR RESPONDENTS

Dear respondent,

The researcher is a student of the University of Education, Winneba-Kumasi Campus conducting a research on the challenges associated with mentoring of pre-service teachers in selected senior high schools in the Kumasi Metropolis in partial fulfillment for the award of the Master's Degree in Educational Leadership. This questionnaire seeks to solicit views on the challenges associated with mentoring of pre-service teachers in selected senior high schools.

You have been chosen to respond to the questions as frankly as possible. You have been provided with options, tick (√) the option that you consider most appropriate. Please respond to all questions in the questionnaire. All information given will be treated with utmost confidentiality and will be used for academic purposes only. .

INSTRUCTION: **Please (√) tick the most appropriate response.**

SECTION A DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS

1. What is your age?

   a). 21- 30   [ ]

   b). 31- 40   [ ]

   c). 41- 50   [ ]

   d). 51- 60   [ ]

1. What is your sex?

   a). Male   [ ]

   b). Female   [ ]

3. What is your highest educational qualification?

   a). Diploma   [ ]

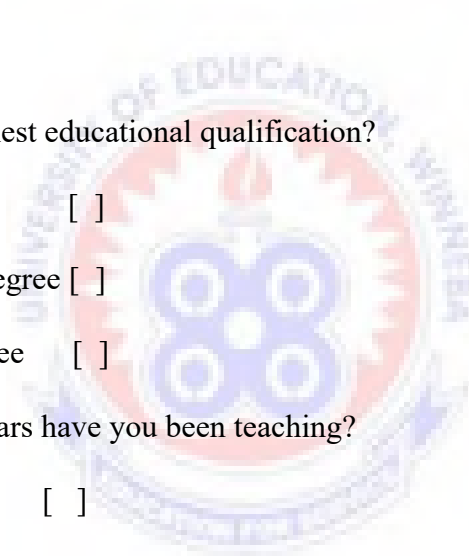   b). Bachelor's Degree [ ]

   c). Master's Degree   [ ]

5. For how many years have you been teaching?

   a) 1-5 years   [ ]

   b) 6-10 years   [ ]

   c) 11-15 years   [ ]

   d) Above 16 years   [ ]

SECTION B: PROCESSES INVOLVED IN MENTORING PRE-SERVICE TEACHERS

What are the processes involved in mentoring pre-service teachers in the study area?

This part of the questionnaire contains items that seek to find out the processes involved in mentoring pre-service teachers in selected senior high schools in the Kumasi Metropolis. On a 4 point likert scale: Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD), indicate your choice.

	Statement	SA	A	D	SD
6	Relationship building				
7	Exchanging information				
8.	Setting goals				
9	Working towards goals				
10	Deepening the engagement				
11	Ending the mentoring relationship				
12	Planning for the future				

70

SECTION C: FACTORS THAT PROMOTE EFFECTIVE MENTORING OF PRE-SERVICE TEACHERS

What are the factors that promote effective mentoring of pre-service teachers in the study area?

This part of the questionnaire contains items that seek to find out the factors that promote effective mentoring of pre-service teachers in selected senior high schools in the Kumasi Metropolis. On a 4 point likert scale: Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD), indicate your choice.

	Statement	SA	A	D	SD
13	Listening actively in the mentoring relationship				
14	Encouraging and inspiring mentees				
15	Building trust				
16	Ensuring collegial relationship				
17	Determining goals				
18	Building capacity				

71

SECTION D: CHALLENGES ASSOCIATED WITH THE MENTORING PROCESS

What are the challenges associated with the mentoring process?

This part of the questionnaire contains items that seek to find out the challenges associated with the mentoring process. On a 4 point likert scale: Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD), indicate your choice.

	Statement	SA	A	D	SD
19	Selection and training of mentees				
20	Age, gender and race of mentors				
21	Mentor not being the expert in the subject area of mentees				
22	Insufficient time for mentoring				
23	Regularity and punctuality of mentors in the mentoring relationship				
24	Accommodation for mentees				
25	Nonfulfillment of financial obligations to mentors				